

## Tarbert Academy

### Learning and Teaching Statement

#### **Context**

Each learner's curriculum comprises the totality of his or her school experience. Whereas provision of a high quality curriculum depends on several features including values and design, the role of learning and teaching is both integral and essential.

The aims of learning and teaching are coherent with Curriculum for Excellence and include promoting **the four capacities** – so that all young people are enabled to become

Successful learners  
Confident Individuals  
Responsible Citizens  
Effective Contributors

Learning and teaching is also underpinned by **Tarbert Academy values**

Respect  
Achievement  
Responsibility  
Creativity

#### **Methodology**

Assessment is For Learning (AIFL) principles and practice informs methodology in learning and teaching. Lessons incorporate

- Recall of previous learning/terminology
- Sharing of learning intentions and recording of a key or summative learning intention on a lesson by lesson basis
- Sharing Outcomes and Experiences with Learners working on Curriculum for Excellence
- Emphasis on terminology with essential terminology on display where applicable
- Recall of Learning Intentions during the lesson
- Sharing criteria for success and modelling good examples
- Feedback to learners which enables them to know their next steps in learning
- Attention to Literacy, Numeracy, Health and Wellbeing wherever relevant to the lesson
- Ending with a plenary which revises lesson content, terminology and encourages learners to consider the skills they have used

(These requirements will vary depending on each stage of schooling)

#### **CfE**

Learning and teaching takes place in a variety of contexts including interdisciplinary work. This is planned in topic work in Pre 5 and Primary. In secondary, an interdisciplinary studies' timetable runs concurrently with the main timetable.

The practice of sharing information continues during interdisciplinary work and learners must be made aware of the following

- The Outcomes and Experiences from each curriculum area contributing to the interdisciplinary learning episode
- Learning intentions
- Skills covered and practised in the learning episode

### **Learners' Entitlements**

Learners' entitlements develop with age and stage. These entitlements progress towards

- Shared information about the purpose of learning
- Shared success criteria
- Feedback which informs regarding strengths, development needs and next steps
- Choice – among and within curriculum areas, subjects, topics, activities and assessment
- Consultation on decisions and processes affecting their learning
- Opportunities to take part in evaluation – of their own learning and of the learning process
- Time to discuss their own learning and progress on an individual basis with staff including one designated teacher who reviews learning, plans for next steps and plans opportunities for personal achievement

### **Pupil Support**

In addition to the list above, learners' entitlements also include

- Gaining access to differentiated learning activities which will meet their needs
- Preparation for changes and choices and to be supported through changes and choices
- Support to remove barriers that might restrict learners' access to the curriculum because of their circumstances or short- or longer-term needs

### **Evaluation**

Tarbert Academy's monitoring and evaluation calendar incorporates

- Peer evaluation of classroom practice
- Self evaluation in the Teacher Learning Community
- Principal Teacher evaluation of classroom practice
- Head Teacher/ Depute Head Teacher evaluation of classroom practice
- Learner evaluation through the consultation process
- Parent/carer evaluation through the consultation process
- Learning Logs in Primary
- Homework diaries in Secondary
- Learning Co-ordination in Secondary